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# THE UNIVERSITY AND THE WOMAN

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# THE UNIVERSITY AND THE WOMAN

THIS BOOKLET IS ADDRESSED TO THE YOUNG WOMEN OF OREGON AND NEIGHBORING STATES. ITS MISSION IS TO PRESENT TO THEM, THEIR PARENTS AND ADVISERS, INFORMATION ABOUT THE UNIVERSITY OF OREGON: TO TELL THEM WHAT THE UNIVERSITY HAS IN THE WAY OF OPPORTUNITIES AND ADVANTAGES FOR THE GIRL WITH AN EARNEST DESIRE TO PREPARE HERSELF FOR LIFE.

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The Library of the University of Oregon is centrally located and is a convenient rendezvous of the students. The commodious reading-room is usually filled with industrious students, and, on pleasant days, there is frequently an overflow onto the spacious steps.

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# The University and The Woman

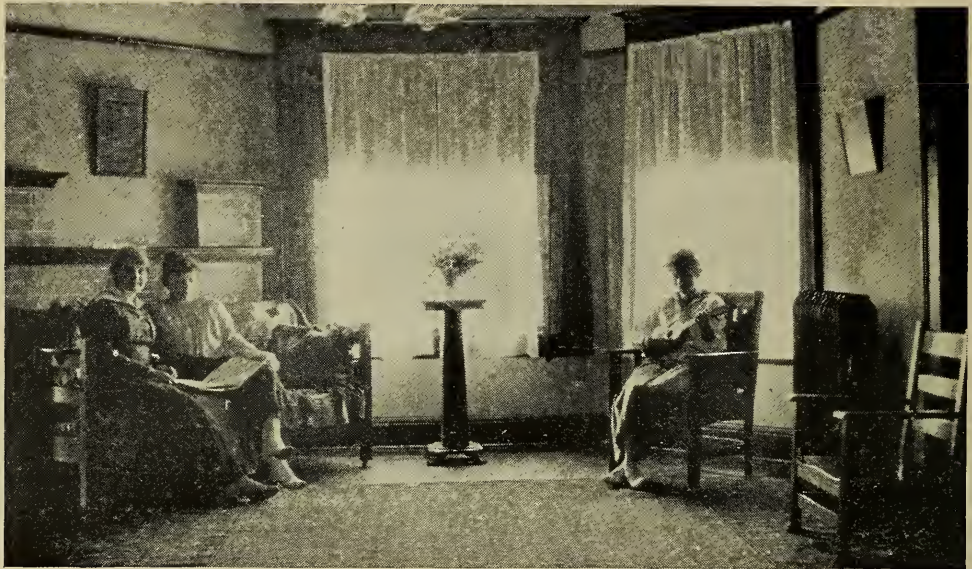
## An Education

**M**ANY great educators and philosophers have attempted to define education, and no one of them, perhaps, has succeeded in putting into one statement all that education is or may be. As good as any other is the expression that education represents the full development of one's mind and character. That is the ideal of education, at least. The degree to which that ideal is approached is conditional upon the adequacy of the faculty and facilities of the college and upon the response of the student to the opportunity.

The vague, popular notion that education is merely "learning things out of books" could hardly be more erroneous. Books, and the mastery of their contents, are merely means to an end. So far from being unpractical is education that, considered fairly on its merits, it is one of the most practical things in the whole range of man's institutions. In this day, a man or woman *must* be educated to survive. The education may be given in some other way than by attending college: gained by hard experience, without guidance, without instruction, without sympathy—but gained it must be—or the individual drops out—becomes merely inert, unvital, not profiting by life, contributing nothing to it.

It is the idea of the University that the four years of youth following the high school period can be best spent in a university, where all the resources of educational experts and appliances are made available for the best and highest and most practical preparation of youth for the years that follow.

A university is a human institution, and being such, it is defective and falls just about as far short of its aim as do other human institutions; but the purpose, the ideal is there.



In the pleasant reception room of Mary Spiller hall, the girls who live there gather of an evening, before study hours, for a visit or to entertain their friends. The twenty-five girls residing at Mary Spiller are a congenial group of young women.

The education of today is not that of a generation ago; nor will it be the same a generation hence. This is as it should be. It is evidence of the fact that education is constantly seeking to adapt itself to the constantly changing needs of society. Today education strives to adjust itself to the requirements of each individual. In this process there are discernible two movements—not distinct, but interblended—which may be called the cultural and the vocational. In the first of these, the cultural, the direction is toward the improvement of the mind, the sharpening of the intellect, the cultivation of judgment and taste, the deepening of the sympathies. The student is guided into the great temple of knowledge, becomes familiar with some of its rooms, knows how to find his way to others. A cultural education is a rich and fine experience—one that ennobles and enlightens and beautifies.

The vocational tendency, on the other hand, considers immediate needs. Its purpose, frankly, is to prepare the student for his “life work”—to give him the highly specialized training that is needed by the boy or girl that plans to enter any one of the professions or vocations. Of late



A girl's room, either at home or at college, is a reflex of her personality. That it should be neat, well lighted and well ventilated goes without saying. That it should be cheerful, attractive and homelike is hardly less to be desired.

years, the tendency has been to emphasize the value of such occupational training, and the result has been the multiplication of various "schools" purposed to produce experts in every conceivable occupation.

Culture and efficiency are not incompatible. In fact the only valid definition of culture is one that contains full recognition of the fact that man must serve society in some valuable way, and the highly trained expert whose capacity is limited to his one specialty is in the long run compelled to give way to his competitor whose educational foundations have been more broadly and soundly laid.

Education is not merely preparation for life; it is life itself. The years spent at a university are not spent merely to prepare the student for the years that follow, but are in themselves a rich and delightful experience. And that is just and right; for youth is too precious a period of life to be denied its own rightful prerogative of quick enthusiasms and unselfish loyalties, impulsive friendships and wholesome joys. These are a part of the priceless heritage of youth; and any educational scheme that leaves out of account the reasonable satisfaction of the demands of youth is not likely to survive.

## Co-Education

THE University of Oregon is a co-educational institution. That is a cardinal principle of its foundation and its policy. The girl is granted the same opportunities as the boy. In every respect are the educational requirements of the young women given the same consideration as those of the young man.

The essential correctness of the principle of co-education is hardly debatable. It is practiced by every state university, college and normal school in our country, with only a very few exceptions—and those largely among the older and more conservative Eastern institutions. The practice of segregating students into colleges exclusively for one sex or the other has been abandoned.

The movement toward co-education is in harmony with the spirit of the times. The emergence of woman from a condition of dependency, of subordination, in which her activity was limited largely to the occupation of house-keeper, into a plane that is practically that of men, is an outstanding feature of the social history of the last three decades. Two generations ago all that was expected of a woman was that she be able competently to discharge her obligations as mother and home-maker. True, there were women school teachers, girls that worked in factories, dress-makers and so on, and occasionally a woman of pronounced independence who defied the conventions by filling a man's place in the professional or industrial world. But there was an utter failure to recognize the inalienable right of a woman to find an expression for her capacities and talents—an utter failure to recognize the need of society for the services of the woman, whose large abilities were atrophied by disuse.

That day, fortunately, has passed. Now, there is hardly a department in all the multifarious activities of the world to which women are not admitted—and gladly. In the professions, in the great world of industry, in the arts, in education, in politics, in journalism—everywhere, there are



found women in ever increasing numbers. There is no longer any wonderment about it. It is an accepted fact.

Nor in all this casting off of traditional limitation is there any loss to the function of woman in the home. Rather is there an immeasurable gain. The words "mother" and "home" have lost nothing of their holiness. In fitting themselves for places in the world of affairs, women have come to realize the value of scientific principles and methods, and have come to apply these same methods and principles to their duties within the home. Housekeeping, the bearing and rearing of children—these, and all the infinitely important matters which these terms include, were largely unscientific, traditional practices. Today women bring to their maternal and domestic functions the same efficient management that is practiced in the industrial world.

Today, in an entirely new sense, American women are citizens. In all of the states through which this booklet will circulate, women are enfranchised. They are charged with the duties of citizenship. The responsibility for the welfare of society rests equally upon the shoulders of men and women.

This movement—the emergence of woman—has not yet reached its crest. The great war has given it a new and



Out-of-door sleeping is no longer a fad; it is a hygienic necessity. Nearly all of the sorority houses have sleeping porches similar to the one pictured above.



A combined study and sleeping room in Mary Spiller hall. Almost all girls take pride in their rooms and supply the individual touches that make them pleasant.

grim significance. In war-desolated Europe, women have been compelled to fill the places left vacant by the husbands and brothers who themselves are filling the trenches—and the graves. In a score—a hundred ways are women being called on—and most effectively are they responding.

How shall women meet the new demands?

There is only one way—one answer.

*That way—that answer—is by education.*

The world has little use for an untrained man. But at least it can use his brute strength in the performance of tasks that do not call for skill.

But the untrained woman? To her it assigns its most repulsive tasks. Of course, there is a chance that she may marry—and visit upon her husband and children the curse of her ignorance and inefficiency. But for the educated woman—for the woman who has trained her mind to think logically, for the woman who has at least learned the entrance way to the world's great store-house of knowledge, for the woman who has acquired skill and training in those tasks which, as mother and home-maker, she will probably be called upon to perform, for the woman who has fitted herself for some position in the world of work—for women of this kind the world has never had so great a need.

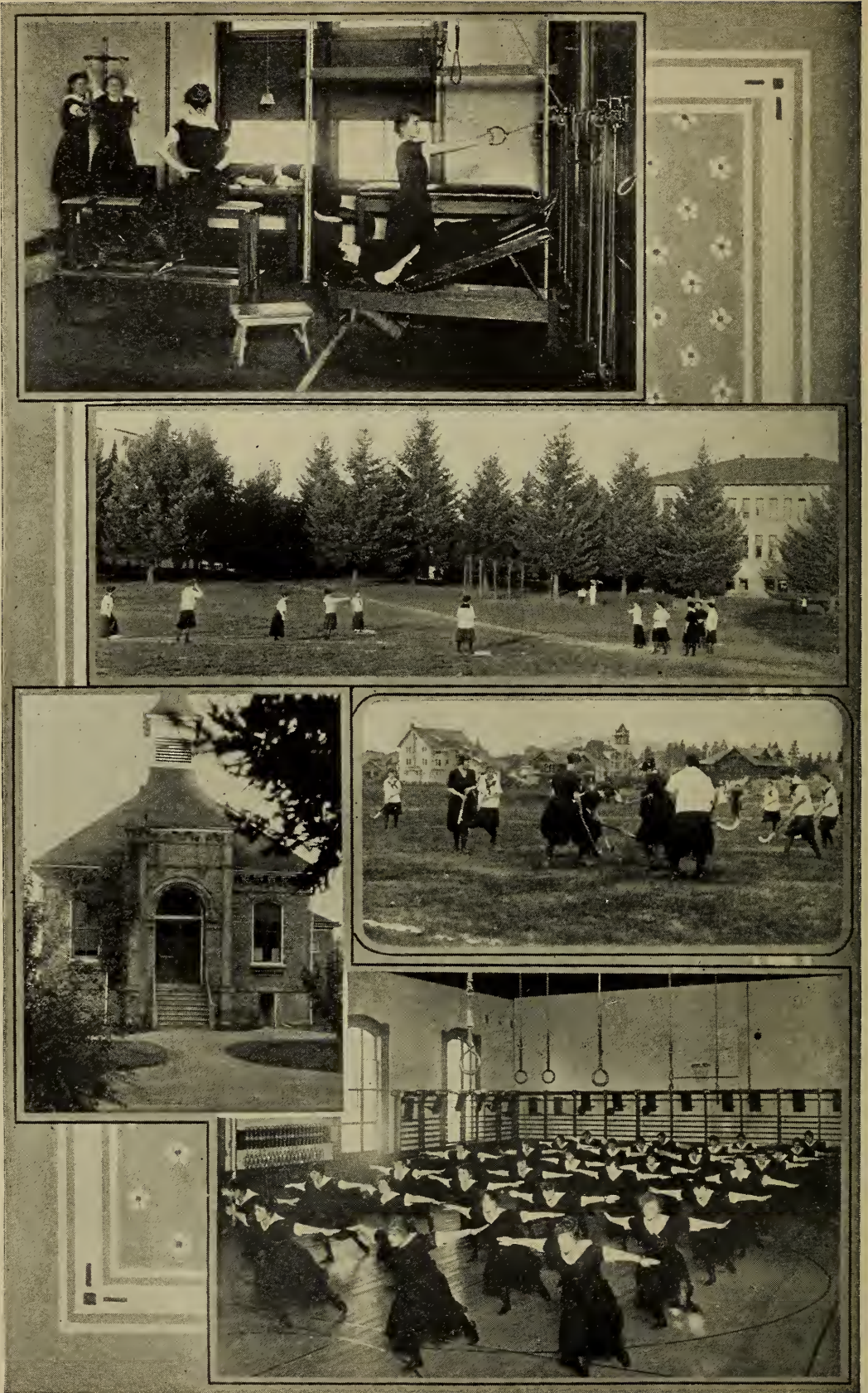
## The Decision

WITH graduation from high school comes the need of a great decision. What shall be the next step? At the age of seventeen or eighteen, it is the exceptional girl who has found a definite plan for her life. The normal girl looks forward to the time when she will marry. But now she is too young, too undeveloped, too unprepared. Shall she remain at home with her father and mother, helping with the housework, reading desultorily, enjoying whatever social life is offered by the community in which she lives? Many a girl does that, and the result is usually—not always, but usually—wasted years and, later, regrets.

Or shall the girl seek entrance into one of the very few positions open to an untrained girl under twenty? Pitifully few are the opportunities and no less pitifully meagre the returns. The thought of domestic service is repugnant. There may be the chance of employment as saleswoman or stock-girl at a wage that would hardly support life, with long hours, and under conditions that are, all too frequently—neither hygienic nor morally wholesome. Possibly, after a short course in a "Business College," she can learn enough of stenography and typewriting to find work in an office. Conditions and wages may be better, but at best they are none too good, and the opportunity for advancement is of the slightest.

What remains? Nothing—for the average girl—except maybe, the drudgery of manual labor in a laundry or canning factory.

This is in no sense a criticism of the girl who works. There can be no more heroic act than that of the daughter or sister who courageously accepts the burden of contributing to the support of the family. But that does not minimize the sacrifice she must make. And fortunately, in the Pacific Northwest, the family that really requires the contribution that a daughter can make by employment is exceptionally rare.



At the top: "Corrective gymnastics" designed to remedy defects in the girl's physique. Next below: "Indoor baseball" played out of doors by a group of enthusiastic girls. Next in order: An exciting scrimmage in a game of hockey. At the left: Entrance to the Girls' Gymnasium. At the bottom: Class work in the "Gym".

What then? Is there no other alternative? Happily, there is. The people of Oregon, operating through the community of interest known as the state, have provided for their daughters an institution of higher learning—a University, where a girl, after the completion of her course in the local high school, may go for four years more of study, of training, of preparation. What, then, shall the decision be? There should be but one answer. For a girl of average intelligence, who has successfully completed her high school course, there can be but one valid reason why she should not go to college: an imperative need of her service by her family.

The University is society's answer to the girl's question: What shall I do now that I have graduated from high school? In other sections of this booklet will be found an attempt to explain just *how* the University solves the problem.

## Courses of Study

THE University is a complex and highly organized institution: the result of a long evolutionary process which has sought, always, the best means of training youth for the experience of life. In an earlier and a simpler day, when education was held the privilege of the few—the so-called “upper classes”—the courses of instruction were limited to the languages, ancient and modern—literature, mathematics and history, with a possible introduction to the natural and social sciences.

This elementary curriculum has grown and ramified in every direction. The modern university—and especially the state university—is a highly socialized institution. It offers training that is designed to meet the needs—not of the favored few, but of the many of the society which it serves. It recognizes the fact that the great majority of the youth of the state must, very early in life, enter, in some capacity or other, the world of industry. To put the matter directly, “they must go to work.” This is true of the girl as well as the boy, for, although the percentage of young women who



Architect's drawing of the "Women's Union"—an institution that devoted friends of the women of the University have dreamed of and worked for, and which now bids fair to be realized. It will contain a gymnasium, reception room, guest rooms, kitchens, etc., and will give to the life of the women on the campus a new distinction.

enter the various vocations after leaving college is small, in comparison to that of the young men, yet when the girl marries, she assumes the duties of an occupation that calls for the highest degree of trained intelligence and technical skill—that of house-keeper and home-maker.

Within the limits of this publication, it is not possible, nor needful, to present a detailed exposition of the courses of study offered by the University of Oregon. That may be found in the general catalog.

The University is divided into various schools, the College of Liberal Arts and Sciences, the School of Education, the School of Medicine, the School of Law, the School of Architecture, the School of Journalism, the School of Commerce and the School of Music. The various schools are not entirely independent, but rather are interlocked, the courses of one being open, under various restrictions, to the students of another.

In the existence of these various schools will be found a recognition of two facts: first, that students have various needs, various aptitudes; second, that society, constantly becoming more complex, demands of those who are to serve it a training more and more highly specialized.

Young women entering the University of Oregon fall into two classes—those who look forward to some particular career or calling, and those who do not. Many of the latter class, before finishing their college course, will have discovered their particular bent, and concentrated their work to that end. Many of the former class may never actually make use of their vocational training after leaving college; or may utilize it for only a short time. But if the “career” is interrupted by marriage, the training is by no means lost; it is only diverted. Every woman is a better wife, a better mother, by reason of the very training that has fitted her for some occupational life. And the realization that, should the need arise, she could actually support herself, and in addition, those who may be dependent upon her, will give her a sense of security and confidence that will dignify her whole existence. Society has definitely set its stamp of disapproval on the parasitic woman—the woman who takes and does not give.

It does not follow that every girl should necessarily learn a trade or a business. It does follow that any girl is greatly benefited by a training that will enable her to face the possible necessity of supporting herself.



Architect's drawing of the new girl's dormitory. This building, now in course of construction, will provide residence for about 89 girls. It is, of course, entirely modern, comfortable and suitably appointed for the convenience of the women students who will make it their home. The new dormitory is adjacent to the old one—Mary Spiller.

## Vocational Training For Women

ON other pages of this publication the value of vocational training for women has been presented. Its importance cannot be too strongly emphasized. It is the summons of the times in which we live, and women—progressive, forward-looking women—must heed that imperative call.

The University of Oregon is equipped to provide for its women students adequate preparation for scores of different occupations. Hundreds of its women graduates are now filling places of trust in the professional, the industrial and the educational world; and every year the graduating class contributes an increased quota to the numbers of women happily placed in dignified and remunerative positions.

It has been made clear that a purely occupational training at the expense of a broad cultural education is not in harmony with the purposes of the University. Nor is it supposed that every girl will leave the University an expert in some calling. Whenever the University becomes *merely* a training school or a business college, the state and society will be immeasurably the loser. But if the girl student is persuaded by aptitude or by circumstances to prepare herself for work in a preferred field, the University offers her the training she requires. And if there is neither the need nor the desire, at least such occupational preparation as she may gain will enable her to face life with greater confidence and courage.

### Teaching

Teaching has always been, and in all probability will remain, the profession preferred by the majority of women. For it they are naturally qualified. Their innate sympathy, their patience, their faithfulness, their instinctive understanding of child nature—all combine to fit them for this dignified and ennobling vocation.

The University, through its School of Education, is splendidly equipped to train teachers. Its courses of study



are soundly organized, its faculty composed of educational experts. It prepares its students for any of the varied positions open in the educational field. These positions are constantly increasing in variety. Specialization is more and more demanded. Women are trained to teach in the grades, in the high school, in college; to serve as supervisors of music, drawing, physical training, public speaking, nature study, etc., in the grammar schools; to fill positions as principals, superintendents and other executive offices. Through the appointment bureau, positions are secured for teachers.

### Librarians

Library work offers a congenial and profitable employment for women; and, manifestly, a college education is almost a prerequisite. The more thorough the acquaintance with the great body of knowledge, the better will be the chances and the easier the road to success. This is a day of specialization, even in the public library; and the girl who contemplates entering library work may well shape her college course to that end. Moreover, the University offers special courses in library methods, and practical experience may be gained in the splendidly equipped library.



This is a corner of a "tent house" in which two University girls kept house, bachelor girl style, and emerged victorious in a contest with the universal enemy—the high cost of living. Their story is told elsewhere.

### Social Service

In the broadening field of social service, women are not only filling places of importance, but are actually taking the lead; and the demand for women who combine with vigorous personality and power of organization the quickened intelligence and the broadening vision that is best gained by a college education is a great and growing one. Social settlement work, Child Welfare Leagues, Consumers' Leagues, Sanitary Commissions, and so on, all require the service of competent officers, and, more often than not, these positions are filled by college women. Secretaryships of the Young Women's Christian Association offer opportunities for devoted and worthy service.

To fill positions of these kinds, the university training should be of the most liberal nature. A thorough ground work of psychology, economics, sociology and biology should be laid, and literature, modern languages, law, hygiene, music, household arts, and many cognate subjects will prove valuable to the woman who aspires to service in this field.



This is Oregon's famous "Hello Lane"—the strip of walk leading from the Library to Deady and Villard halls. All Prof.—utters the characteristic Oregon greeting "Hello". Democracy is something more than a name at Oregon.

## Business

Every year the great world of business numbers among its workers a larger percentage of women. The success achieved by a woman in some capacity thought heretofore to be unsuited to her is now-a-days hardly a matter of comment. Women are no longer merely "clerks" and stenographers, but buyers and office managers. There are women cashiers in our banks, women passenger agents in our railroad offices. There are private secretaries, heads of departments and purchasing agents. Everywhere positions of trust are filled by women.

Not only that—but women are taking the initiative and organizing and managing industrial enterprises of their own—and doing it successfully, too.

Recognition of the great need for special training in the world of commerce and industry is manifested in the School of Commerce. Courses in office management, accounting, banking, insurance, etc., prove of greatest value to the girl who plans to be a "business woman."



channel flows the stream of college life. Everyone passes everyone else, and everyone—"be he Senior or Soph. or even a both a cherished tradition and a vital reality. No one can walk along "Hello Lane" and be unconvinced of that fact.

## Music

The School of Music of the University of Oregon offers excellent training for young women who desire to prepare themselves for professional work either as vocalists or players, or to fit themselves as teachers of music. Competent instruction is offered in voice, piano, violin, orchestral instruments, and in musical theory and composition. The Girls' Glee Club and the University Orchestra provide opportunity for valuable training. The degree of Bachelor of Music is offered, and graduates are fitted for public work—if their talents are sufficient to warrant it—or for private teaching or public school work. Natural aptitude is, of course, a prime prerequisite; but, given this, and the willingness to work, a young woman may, in four years, prepare herself for a career that is not only congenial but highly remunerative.

## Journalism and Authorship

The woman journalist is no longer an oddity, but a respected and valued member of the newspaper fraternity. Among its graduates, the School of Journalism numbers women who have already won their spurs in reportorial and editorial positions from nearly every newspaper office comes the call for college-trained journalists, and, thus far, the School of Journalism has been unable to supply the demand.

Instruction and practice are given in the mechanics of printing, type-setting, etc., as well as in newswriting in all its varied branches, editing, and in business management.

An allied field is that of professional writing for magazines and newspaper syndicates. Short story writing, and the production of plays, poetry and special articles are all included in courses given at the University of Oregon.

## Other Vocations

It is not possible even to summarize all the vocational opportunities presented in the curricula of the University. A woman architect is not an unheard-of thing, and in the School of Architecture, training can be had that will fit a

woman for this dignified vocation. Or here she may prepare herself for employment as draughtsman, designer, interior decorator or landscape gardener. Courses in Drawing, Painting, Modelling, Appreciation of Art, etc., will lead to a score of vocations in the great world of Arts and Crafts.

In the School of Law, a thorough training may be acquired that will equip a woman to enter that profession, or which will be of great value to her in some other calling.

In the pre-medical courses, instruction is given that will permit the student to enter the Medical School in Portland, or that will prove equally valuable should the girl elect to become a nurse or to enter some other department of the medical profession.

In fact, there is hardly a department in the entire University that has not its vocational outlet. It is not at all necessary that the girl clearly foresee her future occupation. Let her but take advantage of the opportunities offered in her University course; let her develop her own native faculties—and, if the need or the desire arises, she will at least have gone a long way toward preparing herself to earn her living, or what is better—to be of service in the world that has but little use for unuseful people.



A living room in one of the sorority houses. Here, under the chaperonage of a "House Mother", the young women lead happy, studious lives, form friendships that are life-long, and learn valuable social lessons.

## Health and Hygiene

IT is no longer considered either immoral or immodest to recognize that a woman has a body and that both her individual happiness and her social value depend in large measure on her physical well-being. Health, physical vigor—these are the birthright of the American girl, and it is expected that the modern university shall do its share in safeguarding and promoting the health of the young women.

During the first two weeks of her life at the University of Oregon, each girl is required to take a physical examination, administered by a physician, assisted by the instructors of the Department of Hygiene and Physical Education. The heart, lungs and general physical condition are examined and various strength tests are given. The results thus gained are used as a basis for the physical work appointed for the girl. This work consists of three hours a week devoted to various exercises and one hour given to the class in personal hygiene.

For approximately the first six weeks in the fall, and for a rather long period in the spring, the work is largely out of doors, and consists in forms of athletics under the direction of skilled instructors. Tennis, golf, hockey, baseball, basketball, canoeing and swimming are all prescribed and are enjoyed by the girls who participate in them.

For the remainder of the year, the class work is conducted in the commodious open-air gymnasium, where drills, calisthenics, dancing, etc., are practiced, or in the closed gymnasium, where the apparatus work is carried on.

In the class in personal hygiene, the girl is taught the principles of health. Instruction is given in proper methods of eating, dressing, sleeping, etc., based on a study of the anatomy and physiology.

In general, the work is carefully adjusted to the needs of the individual. If the girl is not strong, a gradual building-up process is prescribed. Corrective gymnastics are not infrequently indicated. If a serious disability appears, the girl is sent to a competent physician.



Four of the numerous residential halls in which the women of Oregon live during their college life. From top to bottom: Delta Gamma sorority, Mary Spiller hall, Gamma Phi Beta sorority, Kappa Alpha Theta sorority.

## When the Girl Goes to College

GOING to college is an experience—one of the most momentous, the most significant, the most delightful, of all of the experiences of a girl's life. It is an experience to which the girl looks forward with the keenest anticipation, and—perhaps—just a little apprehension. Up to the time of her first departure for college her life has been bounded by the influences of home. She has been called upon to make but few decisions, to assume but little responsibility. What will it be like—the new life—with its new environment, its new influences, its new requirements, its new friends, its new standards? The average girl has at least visited the University of Oregon before deciding to enter the institution as a student. Perhaps she has been a guest at the Junior Week End festivities or some other gala occasion. So the way is a little made easy. In all probability she has friends already on the campus who will welcome her. But even if she doesn't know a soul, there will be no lack of those whose business and pleasure it is to assist and counsel the new-comer. Some of the preliminary arrangements may well have been made before going to Eugene—by correspondence with the Registrar or the Dean of Women. The entrance credits may have been submitted, and information gained as to a suitable boarding place. On arrival at Eugene, probably the matter of first importance is to find a place to live. If not already provided for, the University authorities may be consulted, lists of boarding houses obtained, and specific suggestion received. In this way time and mistakes may be saved.

With at least a temporary living place found, the next step is to register. This is done in Johnson Hall, when the incidental fees and Student Body tax are received and enrollment card issued to the student. At the same time she is assigned to an Adviser—a member of the faculty, whose business it will be during the first two years of the University course, to direct the student in the important matter of mapping out a course of study. The Adviser will find



out all that he can about the girl—her training, her aptitudes, her aspirations, and, in making the first selection of courses, will, so far as seems wise, be guided by the girl's own wishes. From the Adviser she will go to the various instructors to obtain their signatures on her study card. The new girl will also make the acquaintance of the Dean of Women and be enrolled in her official files.

With these necessary preliminaries out of the way, the new girl—a Freshman now—will relax a little and submit to the impressions of the new world. With her friends—whether they be old friends or new-found ones—she will stroll about the charming campus, with its shaded walks, its velvety lawns, inspecting the buildings—the venerable old ones, ivy-clad, and the imposing new ones. She will be shown the Senior Bench, the Mill Race, the Condon Oaks, Hello Lane, Guild Hall, and a score of other places of interest. Perhaps more than in the attractions of the campus she will be interested in the new people. The professors will not be half so formidable as she had feared, and the students not at all different from the boys and girls “back



The Women's Gymnasium has been recently enlarged by the addition of a wing, which is so constructed as to provide all the advantages of exercise taken in the open air, combined with protection from rain.

home." The one thing more than another that will impress the new girl is the spontaneous friendliness, the "Hello" spirit that is so essentially characteristic of Oregon. Everyone speaks to everyone else, and the comradeship is so contagious that the new girl has little opportunity to feel strange.

The first week is a busy one—what with the first recitations with their puzzling assignments, the new books to be bought and all the many little adjustments to be made to a new set of conditions. Every day brings its new experiences. During the first two weeks the Freshman girl will undergo a physical examination—explained more fully elsewhere. She may be entertained at one or more of the sorority houses where groups of girls are living together in organizations, which, with the exception of the "House Mother"—an older woman, who serves as a chaperone and exercises a general supervision over the girls, are managed by the members themselves.

Then there is the first "assembly"—the first Wednesday at ten o'clock in old Villard—where the Freshmen will, for the first time, see the student body *en masse*; and the first football rally, when the "Oregon Spirit" will be expounded,



"Indoor baseball" has been found to be excellently adapted to women. Played out of doors, it is a sport that finds many enthusiastic followers.

and she will hear the famous "Oski-wow-wow." Athletic heroes and other notables are pointed out to her. At the first meeting of the Freshmen she will become identified with the classmates with whom she is to spend the four years of her college life.

Homesickness, strangeness, perplexities there may be. The new studies are not like those she knew at high school; and the methods of studying are entirely new. There is no teacher or mother now to tell her to prepare this lesson or to perform that task. She is thrown on her own resources, forced to discover her unsuspected responsibility and independence.

And so, gradually but surely, the new girl becomes a part of the University and enters the experience to which, if rightly appreciated, she will look back, in later years, as one of the most precious of her life.

## Household Arts—A New Department For Women

WITH all the present-day cry for "vocations for women" there is a danger, perhaps, in losing sight of the fact that, for most women, the chief vocation, the *chosen* vocation, is that of housekeeper and homemaker. The idea that housekeeping might be made a science and homemaking an art is comparatively a new one. Girls, young wives and mothers, did things as their mothers had taught them and apparently were quite satisfied with the result achieved. But modern science has extended its probing fingers into the kitchen, the pantry, the dining room—in fact, into every cranny of the modern house; and scientific investigation, experimentation, planning and method have developed an entirely new order of things; and vastly improved conditions in a million homes are eloquent witnesses to the achievement.

For the year 1917-18, the University of Oregon announces a new department—that of Household Arts—purposed



More than one spot on the bowery campus of the University has been used as a background for an out-of-doors play. The one pictured above is "The Comedy of Errors"—presented as a feature of Commencement in the spring of 1916.

to provide for the girl students the training they may require to make them efficient in all the exacting duties of that highest of all professions open to women—home-making.

The University is fortunate in having secured as the head of the new department Miss Lillian Tingle. To students from Portland and the vicinity, and to all who are readers of the Portland Oregonian, Miss Tingle requires no presentation. For the past nine years she has been the head of the domestic science work in the Portland school system. For a longer period she has edited the Domestic Science column of the Oregonian.

Miss Tingle's experience is of the broadest. She has studied in half a dozen schools and colleges. She has travelled extensively, acquainting herself with the domestic conditions and the methods of teaching the household arts in most of the enlightened countries of the world. As a writer, she has contributed to many of the household magazines.

Miss Tingle will bring to the department of Household Arts a training that could hardly have been bettered and a rich experience that gives entire assurance to the success of the new position she has assumed.

In 1917-18, the courses offered will be somewhat tentative, but as the department grows and finds its functions,

new courses will be added until the entire field of household arts will be thoroughly developed.

The following matter, taken from the University catalog, will give the general scope and direction of the work:

**Elements of Cookery**—This course includes a general survey of the elementary problems of cookery, with an introduction to planning and serving meals in the home. Elementary chemistry, physics and biology are desirable preliminary or parallel studies.

**Elementary Food Economics**—This is an elementary course designed for students who have not taken the science courses that are prerequisite to the course in Food and Nutrition. It includes a discussion of the functions and nutritive values of foods, the feeding of families and groups, with particular reference to nutritive requirements and the cost of food in relation to the family budget. An elementary knowledge of cookery is expected as prerequisite to this course.

**Food and Nutrition**—This course offers a survey of the nutritive values of foods and the nutritive requirements of the body. In the laboratory, food values are studied quantitatively and problems in dietaries in the different ages and conditions are worked out concretely. General chemistry, and if possible, organic and physiological chemistry and physiology are prerequisite to this course.

**Textiles and Textile Fabrics**—This course considers the primitive form of textile industries in order to make clear their later development; the present methods of carding, spinning and weaving; the modern growth, manufacture and finishing of cotton, wool, silk, linen and the important fibres, and their properties and values in relation



Aesthetic dancing is everywhere recognized as a necessary part of a girl's physical education. It cultivates rhythm, grace and a sense of beauty. It is, moreover, a spontaneous, natural form of self expression.

to their manufacture. The identification, and grading of textile materials, their names, kinds, prices and widths are considered, as well as their variation in weave in regard to beauty and strength and the use of cotton, silk, wool and linen for clothing and household furnishing.

Closely allied courses in other departments, most of which will be accepted for credit in this department are:

**The Home**—This course deals with the site, plan, and construction of the house—that house to be a home.

**Furnishing the House**—This course is designed to be supplementary to the course in The Home. It will include a study of household furnishings and household administration from both the economic and decorative point of view.

**Sanitary Hygiene and Household Sanitation**—The economy of the microbes, pure water, pure air, pure milk, and pure food.

**Household Budget-Making**—This course deals with household accounting and includes some instruction in the general principles of business which are necessary for efficient home keeping. The course will include a discussion of the amount that should be set aside for various expenses, such as furnishing, life insurance, fire insurance, living expenses, etc. The importance of an inventory and the ways of taking one will be studied, as well as the reconciling of an account with a bank statement, the cash book, expense record, etc.

## What Does It Cost?

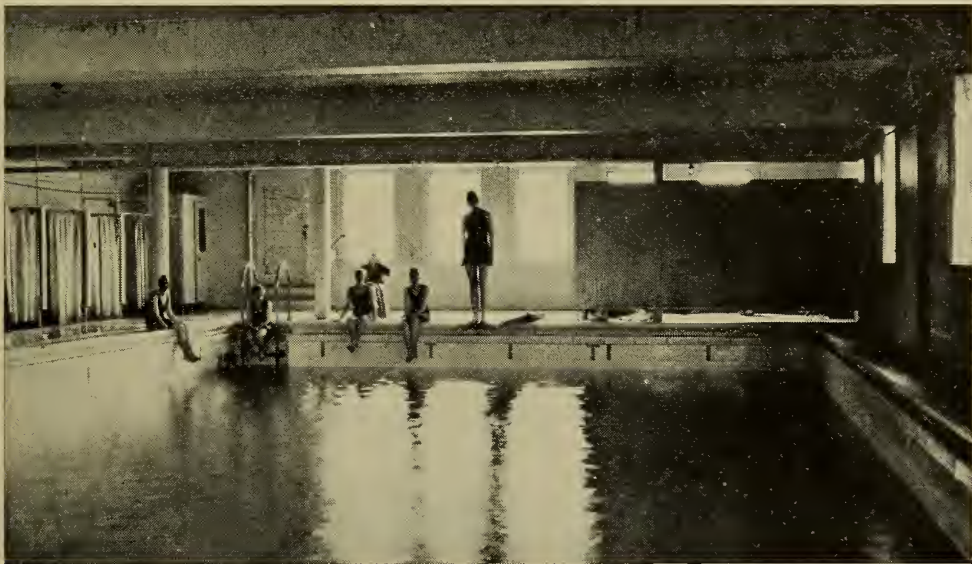
**H**OW much money does it take?

Few of the women who are members of the student body at Oregon come from homes so affluent as to make that question unnecessary. The matter of expenses, of finances, must be considered. For some girls the problem is easily solved: father signs checks for whatever is needed. At Oregon these girls are in the minority. The greater number find it necessary to practice economies, to spend carefully, to do without, or to contribute in whole or in part to their own expenses.

There are four modes of living at the University: at Mary Spiller Hall or in the new dormitory, when completed; in a sorority house; in a private boarding house; "baching." The cost of the first three is about the same. At Mary Spiller room rent is \$7.50 to \$15.00 a semester (half year), and board is \$3.75 a week. In the sorority houses the cost

of living—board and room—is from \$20.00 to \$25.00 a month. In private boarding houses the cost averages \$25.00 a month. A list of such boarding houses is prepared by the University authorities, and an effort is made to see that they are suitably managed. The number of girls living in this way is, however, comparatively small.

An experiment that is full of interest is that of four girls who found it necessary to economize and accordingly tried a co-operative house-keeping arrangement. They



Experts in physical education say that swimming is a sport that is especially suitable for women. The fine swimming pool at Oregon is, at certain times, set aside for the use of the girls, and a skilled instructor is present.

rented a furnished apartment, consisting of three rooms and bath. For this they paid \$10.00 a month, including water and light, but not fuel. A wood-burning heater kept the rooms warm and cooking was done by gas.

The division of work and of financial cost was made to suit the circumstances of the girls. One who was studying for "Honors" and doing outside work, did no housekeeping at all, but contributed \$18.00 a month to the little *menage*. Another did practically all of the buying and cooking, but paid nothing. The other two helped with the work and paid smaller amounts. One of these received milk and butter and eggs from her parents who lived in the country.



The University Orchestra is another highly successful organization. It is exclusively a student body institution, made up largely of those studying in the school of music. The practice in ensemble playing is valuable, and the concerts are always appreciated.

The total cash expended was \$28.00 a month. Estimating the contributed articles of food at retail prices, the aggregate was \$33.00, or \$8.25 for each girl for all living expenses, except a little laundry.

About one-third of the women attending Oregon are earning money to put themselves through college. The work that they do is of the widest possible variety. They do typewriting, clerking, office work, nursing, newspaper reporting, caring for children, etc. House work, however, in all its various branches, provides employment for the greater number. The demand for girls who will work for their room and board is usually greater than the supply. The service rendered in this way is not arduous, and the girl is a respected member of the household. To insure fairness and guard against misunderstandings, the matter of domestic service of all kinds has been reduced to a schedule which insures fairness to both parties.

The girls who "work their way through" suffer no loss of social standing. That should be thoroughly understood. But it means a severe tax upon the strength of the girl, and should be attempted only by those of strong physique.

The total cost of a year at Oregon will vary with individuals; but from \$250 to \$400 is a fair estimate.



## Life of Women at the University of Oregon

(By Elizabeth Freeman Fox, Dean of Women)

PERHAPS the four years in college mean more to a young woman than any other four years of her life, because they are the years of foundation laying. Many a young woman is testing the truth of everything she has heard and learned; is beginning to work out her own life philosophy and to make her religion her own. These are years of very real and very intense living, and at the same time they are years of foundation laying for the bigger life of service after college. We put the emphasis on preparation for life.

The student organizations mean practice in leadership and in team work. The Womens' League is an organization to which every student is expected to belong by virtue of the fact that she is a student at the University. It is a citizenship organization which represents the interests of all residents. It is affiliated with the State Federation of Women's Clubs, and thereby gives our under-graduate women an insight into the larger work of the women of the whole state.



The Girls' Glee Club is an organization of which Oregon is proud. Not only do the members enjoy the practice in chorus singing under a competent leader, but their concert trips throughout the state are experiences of genuine enjoyableness.

The Women's League creates an atmosphere in which voluntary organizations of varied interests thrive. There is the Athletic Association. Tennis, basketball, hockey, archery, canoeing—all are enjoyed by the women of the University. There is the Eutaxian Literary Society; Kwama (an honorary sophomore women's club which fosters real democracy among the lower division women); and

Scroll and Script (a senior women's honor society which stands for scholarship and recognizes student leadership). The Orchestra and Glee Club are here for those especially interested in music.

The Young Women's Christian Association maintains a bungalow near the campus which is used by every girl in college. Girls study and play there; Bible classes and religious meetings are held there.

It is an assembly

place for clubs and societies. A general secretary is employed who is a friend to all girls, one whom students seeking employment are glad to find in her office. (Employment bureau rules are elsewhere printed.)

The Dean of Women is pledged to the best individual and combined interests of the women of the University. Our ideal is that each woman shall go out from Oregon to be the best possible woman in her place, whether it be the home or in the professional world.



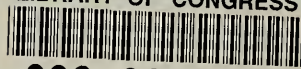
Miss Lillian Tingle, the newly appointed head of the new department of "Household Arts". Miss Tingle is a woman well known in Oregon as a successful teacher and an expert in her chosen field.

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